

MAKING AYP: THE GAME (UTAH EDITION)

FOLLOW THE TWISTS AND TURNS!

START

LET'S SEE IF MY SCHOOL MET ALL OF ITS AYP TARGETS THIS YEAR.

GO STRAIGHT TO NO

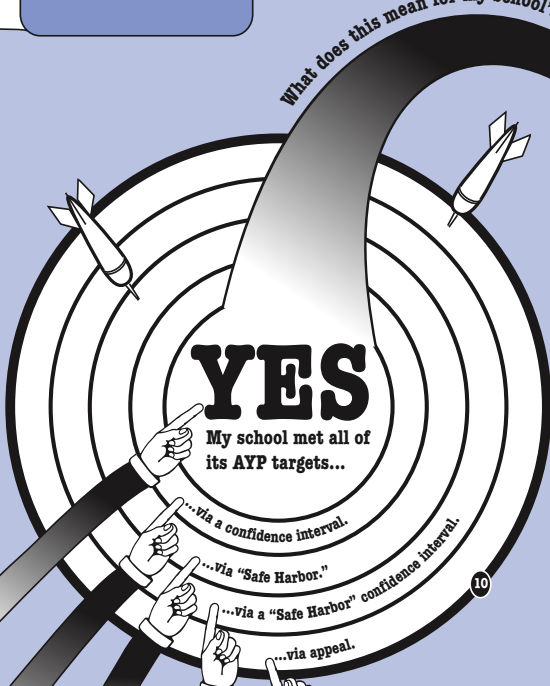
1 PARTICIPATION
Did 95% of students in my school take the appropriate standardized test (CRT) this year, or did an average of 95% of students take the test over the last three years?

2 ATTENDANCE/GRADUATION
a) If my school did not have a graduating class, was the attendance rate 90% or above, or was the attendance rate better than last year?
b) If my school did have a graduating class, did 80% of that graduating class actually graduate, or was the graduation rate higher than last year?

3 SUBGROUP PARTICIPATION
Did my school meet its participation targets for all subgroups (broken down by race, ethnicity, low-income status, disability status, and English language proficiency) in which there were at least 40 students?

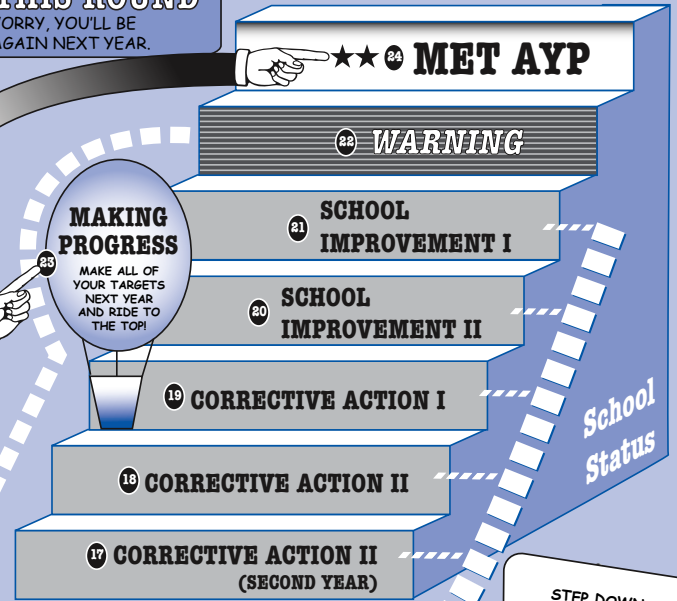
4 PERFORMANCE
Did my school meet its Utah proficiency performance targets for percentages of students scoring proficient or above in reading and math on the CRT?

5 SUBGROUP PERFORMANCE
Did all the subgroups in my school meet their yearly Utah proficiency performance targets?



END OF THIS ROUND

DON'T WORRY, YOU'LL BE PLAYING AGAIN NEXT YEAR.



STEP DOWN OR RISE TO THE TOP

DON'T GIVE UP! YOU STILL HAVE FOUR CHANCES.

6 CONFIDENCE INTERVAL
Did my school come within a statistical margin of error on the proficiency targets it has not met?

7 SAFE HARBOR
Did my school reduce the number of students who scored below proficient on the CRT by at least 10% from last year on the proficiency targets it has not met?

8 SAFE HARBOR CONFIDENCE INTERVAL
Did my school come within a statistical margin of error on the "Safe Harbor" targets it has not met?

9 APPEAL
Did my school successfully appeal its AYP results by demonstrating:
a) significant growth for proficiency performance targets it has not met,
b) data error, and/or
c) special circumstances?

11 YES
LAST YEAR did my school meet its AYP targets, or get a warning for not meeting AYP?

NO

12 LAST YEAR, YOUR SCHOOL HAD "SCHOOL IMPROVEMENT" OR "CORRECTIVE ACTION" STATUS. THIS YEAR, YOUR SCHOOL STAYS AT THE SAME STATUS, BUT IS "MAKING PROGRESS." GET IN THE BALLOON (#23)

16 LAST YEAR YOUR SCHOOL MADE AYP. THIS YEAR YOUR SCHOOL DID NOT. FOR NOW, YOU GET A WARNING - GO STRAIGHT TO #22

15 LAST YEAR, did my school have "Making Progress" status?
IF YES, go to one level lower than your status two years ago. (17 - 21)

14 LAST YEAR, did my school have "Warning," "School Improvement," or "Corrective Action" status?
IF YES, go to one level lower than your status last year. (17 - 21)

15 NO
My school did not meet all of its AYP targets.

TRY AGAIN NEXT YEAR - TRY AGAIN NEXT YEAR - TRY AGAIN NEXT YEAR

What happens to my school?

- If this is the first year my school has not met all its AYP targets, (Warning) **23** the school is given notice that it has one year to improve and must make written plans for school improvement.
- If my school has not made AYP for two consecutive school years, (School Improvement I) **21** school officials will develop a two-year "School Improvement Plan" to turn around the school. My school will receive technical assistance and must offer students the option of transferring to another public school (including public charters) in the district that has not been identified as needing improvement.
- If my school has not made AYP for three consecutive school years, (School Improvement II) **20** the same conditions apply as the previous year, plus students from low-income families are eligible to receive supplemental education services, such as tutoring in reading and math, from approved providers.
- If my school fails to make AYP for four consecutive years, (Corrective Action I) **19** the district must take corrective action, such as replacing staff or implementing a new curriculum, while continuing to offer public school choice and supplemental education services to low-income students.
- If my school fails to make AYP for five consecutive years, (Corrective Action II) **18** the district must, in consultation with staff and parents, initiate plans to restructure the school. This could mean reopening the school as a charter, replacing all or of most of the staff, or turning over school operations to an external provider.
- If my school fails to make AYP for six consecutive years, (Corrective Action II, 2nd year) **17** the school restructuring plan must be implemented.
- If my school is "Making Progress," **23** it must stay at its current status. It must take the accountability steps required for that status until it meets all its AYP targets for two consecutive years. If my school does not meet all its AYP targets again next year, its status will drop to one level below its current status. If my school does meet all of its AYP targets again next year, it may proceed directly to Met AYP.

GO STRAIGHT TO NO

M A K I N G A Y P : T H E G L O S S A R Y

NO CHILD LEFT BEHIND ACT (NCLB): Federal legislation signed into law in 2002, NCLB mandates that states must create standards, administer tests that are aligned to these standards, and measure whether districts and schools are making “Adequate Yearly Progress” (AYP). If districts or schools repeatedly fail to make AYP they will be subject to an escalating series of accountability measures. (See “What happens to my school?”)

CRT: “CRT” stands for “Criterion Referenced Tests” This is the test that Utah uses to evaluate schools on student achievement for NCLB. It is aligned with state standards. It is currently administered in language arts and math in grades 2-8. By the 2005-06 school year, grades 3-8 must be tested.

AYP: “AYP” stands for “Adequate Yearly Progress,” which is the system established under the federal No Child Left Behind Act (NCLB) for measuring progress towards the goal of high achievement for all public school students. NCLB has set the goal that all public school students must reach the “proficient” or “advanced” level on reading and math standardized tests by the end of the 2013-14 school year. NCLB requires that schools be evaluated based on test scores, test participation, and graduation rates (or one other measure for middle and elementary schools). Within this established federal framework, each state has some flexibility to define its own specific standards for making AYP, but must submit these standards to the U.S. Department of Education for approval.

AYP TARGETS: In Utah, schools have targets for test score performance and test participation in reading and math, and either attendance rate (at elementary and middle schools) or graduation rate (at high schools). The total number of targets varies from school to school, because schools must also meet the targets for subgroups. The more subgroups a school has, the more targets the school must reach to achieve AYP.

SUBGROUPS: To make sure schools are held accountable for all students, NCLB requires that test scores be broken down (“disaggregated”) by “subgroups.” In Utah, schools and districts are held accountable for the following subgroups if there are 40 or more students in a group in the tested grade(s): major racial/ethnic groups (including Black, Latino, Asian, White), students with disabilities, students who are economically disadvantaged, and students with limited English proficiency status. In order for a school to meet AYP, each of its subgroups must also meet the AYP targets for test scores and test participation.

AYP STATUS: A school’s “AYP status” depends on whether it has met its AYP targets and what the school’s status has been in previous years. A school’s status could be “Met AYP,” “Warning,” “School Improvement I,” “School Improvement II,” “Corrective Action I,” “Corrective Action II,” or “Making Progress.” (See “What happens to my school?”)

“SCHOOL IMPROVEMENT” STATUS: Schools enter NCLB’s “school improvement” process when they fail to meet their AYP targets for two years in a row. These schools are subject to an escalating series of accountability measures based on the number of years in which they fail to meet all of their AYP targets. If a school continues to fall short of its AYP targets, NCLB’s consequences for one year and level carry over to the next level, and new consequences are added. To exit the “school improvement” process, a school must meet all of its AYP targets for two years in a row. Only then will it be labeled as having met AYP.

PROFICIENT: “Proficient” is a category of performance on state-mandated standardized tests that indicates that a student has a solid understanding of a state’s academic standards and can display the skills associated with those standards on a test aligned with them. Students who have scored “proficient” or higher have reached “proficiency.”

PROFICIENCY PERFORMANCE TARGETS: NCLB requires that all states set escalating test score targets for schools beginning in 2002-03. The percentage of students expected to score “proficient” or “advanced” on state tests rises each year until 2013-14, when 100% of students are expected to reach proficiency. The table below shows Utah’s proficiency performance targets on the CRT.

CONFIDENCE INTERVAL: The confidence interval is a statistical adjustment made by Utah (and some other states) and approved by the federal government, to provide a margin of error to take into account the fact that students in the tested grades may not be a representative sample of all the students in the school. Confidence intervals may allow schools to meet AYP when they fall just short of reaching targets for proficiency or Safe Harbor.

SAFE HARBOR: “Safe Harbor” is a way for a school or district to achieve AYP without meeting the standard achievement targets. If a school or subgroup does not meet a performance target, that target can also be met by reducing the percentage of below-proficient students by 10% or more, the state will consider it to have met AYP.

APPEAL: A school may appeal its performance in meeting AYP targets on one of three grounds: “data error,” “special circumstances,” and “significant improvement.” Schools in Utah that have fallen short of their AYP targets for test scores can appeal to the state to be recognized for significant improvement by meeting growth targets.

Utah Proficiency Performance Targets

	2003	2005	2007	2009	2011	2013	2014
Language Arts	65%	71%	77%	83%	89%	95%	100%
Math	57%	64%	71%	78%	85%	92%	100%

(Percentage Proficient or Advanced)